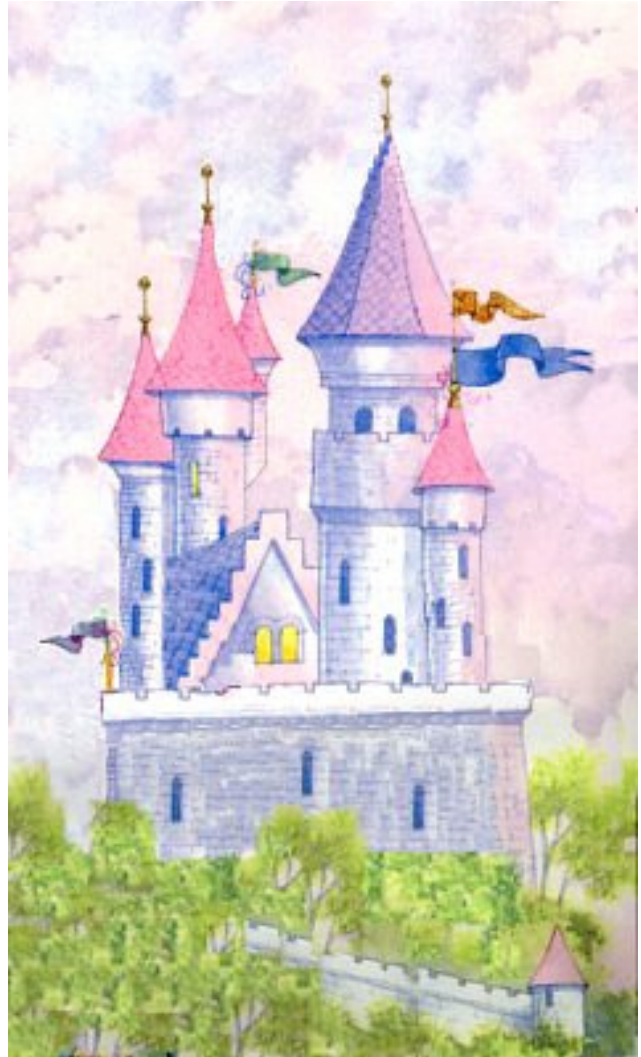


FAIRY TALES



VELS Level 1 & 2: Grade Prep - 2

Rich Concept: Relationships – Rights & Responsibilities

Host VELS Domain: English

This Inquiry provides opportunities for students to develop an understanding of the way in which fairytales can reflect modern society and the way people interact with each other. We will explore the idea of human rights and responsibilities and social values. We will investigate victims, bullies, heroes and bystanders and make connections to our own lives and the lives of others.

So we know it – So What?

How can we use what we know to make a difference in your own life and/or the lives of others?

Students will write their own (or shared) fairytale to share with our school community and host a fairytale day (with Grade 5/6) when authors will share their stories and celebrate their learning.

VELS Domain Learning Focus

Physical, Personal and Social Learning	Inter Disciplinary Learning	Discipline Based Learning
DOMAINS	DOMAINS	DOMAINS
<input checked="" type="checkbox"/> Civics & Citizenship <input checked="" type="checkbox"/> Personal Learning <input checked="" type="checkbox"/> Interpersonal <input type="checkbox"/> Development <input checked="" type="checkbox"/> Health & P.E.	<input checked="" type="checkbox"/> Thinking <input checked="" type="checkbox"/> ICT <input checked="" type="checkbox"/> Communication <input checked="" type="checkbox"/> Design & Creativity & Technology	<input type="checkbox"/> Mathematics <input checked="" type="checkbox"/> English <input type="checkbox"/> LOTE <input checked="" type="checkbox"/> The Arts <input checked="" type="checkbox"/> Humanities <input checked="" type="checkbox"/> Science



disciplinary domains level 1



English level 1



English level 2



disciplinary domains level 2



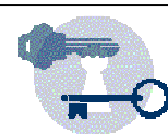
Interdisciplinary domains level 1



Interdisciplinary domains level 2

Embedded files – these allow you to see which parts of each domain are influencing this unit of work.

Key Understandings:



- Fairytales are a particular genre in literature.
- Fairytales have particular characteristics.
- Fairytales often have a message or moral to them.
- We can make a connection between fairytales and social values.
- Stories can be published in a variety of formats.

Skill Development:

- Use a thinkchart to investigate and analyse fairytales.
- Use a Venn digram to compare and contrast fairytales **(Criteria)**
- Use the publishing process to write and publish their own fairytale. **(Criteria)**
- Use a design brief to plan, create & present their fairytales. (big book, photostory, puppets, powerpoint, picture book)

Inquiry Questions



- What is a fairytale?
- What makes a fairytale?
- Are there things that always happen in a fairytale?
- Do fairytales have a message?
- What is the connection between fairytales and our social values?
- How can we write our own/shared fairytale?
- How will we publish our fairytale?

Immersion Experiences - Approximately 2 weeks

Immersion Experiences are used to immerse the students in the concepts that they will be exploring and learning about throughout the unit. NOTE – not intended to be explicit teaching at this time

- Write and draw what you know about fairytales. (**common assessment task for learning & baseline data**)

Students rotate through the following Immersion Centres in small groups/whole class as appropriate:

1.	Picture books
2.	Inside Story – computer program
3.	Inside Story - books
4.	Puppets
5.	Video – Shrek 1 & Hood – whole class
6.	IWB - Ziptales
7.	Puzzles - Cate
8.	Fuzzy felt
9.	Colouring & drawing – fairytales & scenes
10.	Sequencing activities

Students record their discoveries and their wonderings in their Inquiry Journal as they move through the Immersion Centres. (Criteria and assessment)

Survey class preferences for favourite fairytale - graph

Brainstorm and Inquire – 1 or 2 sessions



- Whole class discussion about the ideas/issues/concerns/knowledge generated – record and feedback to students
- Revisit their wonderings in their/class Inquiry journal – words or pictures with particular emphasis on what issues are currently impacting on the lake precinct.
“Our brainstorm and wonderings seem to be showing that you guys have noticed that you are worried about...interested in...”
- Begin to plant the seed for the WHAT IF challenge (the SO WHAT ideas)
- Refine Inquiry questions – Students record their wonderings on paper strips to be shared and bundled/sorted/restated into class Inquiry questions. Display so that continuous reference can be made to your purpose throughout the investigation.

Plan – What do we want to know?

Planning to achieve our So What - Teachers need to work through/model this process with their class – students need to ‘own’ the product that they are planning to make/create/present and therefore need to contribute to the planning for how they will achieve it.

“If we want to do/make/create this, what will we need to know and be able to do?”

Revisit Inquiry Questions

This now leads directly into the investigation process ie finding out what we need to know and be able to do in order to achieve our So What.

Investigate – How will we find out?



Whole class investigation / learning activities:

- What is a fairytale?
- What makes a fairytale?
- Are there things that always happen in a fairytale?
- How can we write our own/shared fairytale?
-

Thinkitgreat™ - Use a thinkchart to analyse and investigate fairytales (Teacher model initial analysis)
Venn – compare and contrast
Develop hypothesis
Cross-check other fairytales
Develop criteria



Criteria organiser

- Do fairytales have a message?
- What is the connection between fairytales and our social values?

Teacher model. And then Multi age groups – each group explore the message in fairytales.

Who/what were good choices?
Who/what were bad choices?
What were the consequences - both good and bad?
What could that mean for the choices we make?

- How will we publish our fairytale?

Use the 'authorthink' publishers process to create and publish fairytales

Stop & Think (Now what do we know?) – 1 session

Brainstorm – write and draw what you **NOW** know about the fairytales. Create a whole class display including art works etc
Clarify confusions, misunderstandings or lack of knowledge.

Ideate – Create it & Share it



Revisit the So What Idea –

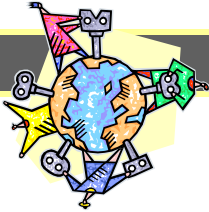
Publish fairytales and host fairytale day with Grade 5/6 classes

Evaluate & Celebrate – Lift Off



Complete Inquiry reflection SWSW and self assessment of published fairytales against criteria.

Take photos and display Fairytale day. Send to Cluster newsletter.



Resources

Picture Books
Big Books
Puppets
Puzzles
Colouring books

Videos/DVD

- Shrek
- Hood

Thinking tools:

- Thinkchart TM
- Venn diagram
- SWSWTM

ICT:

- IWB - ziptales
- Inside stories
- Photostory
- Powerpoint
- webquests


Websites:

www.longwood.k12.ny.us/ridge/wq/savona/page3.html

www.schools.ash.org.au/bilambil/webquests/fairytales/fairytales

Fairytales

A	B	C	D	E	F
G	H	I	J		K
L	M	N	O	P	Q
	R	S	T	U	V
W		X	Y		Z

fairytales	 Strengths	 Weaknesses	 So What could we do in our story?
Little Red Riding			
Three Billy Goats Gruff			
Ginger Bread Man			
Cinderella			
Snow White			

Question Matrix

	Event	Situation	Choice	Person	Reason	Means
Present	What is?	Where/when is?	Which is?	Who is?	Why is?	How is?
Past	What did?	Where/when did?	Which did?	Who did?	Why did?	How did?
Possibility	What can?	Where/when can?	Which can?	Who can?	Why can?	How can?
Probability	What would?	Where/when would?	Which would?	Who would?	Why would?	How would?
Prediction	What will?	Where/when will?	Which will?	Who will?	Why will?	How will?
Imagination	What might?	Where/when might?	Which might?	Who might?	Why might?	How might?

